

LEARNING VOCABULARY USING FLASHCARDS FOR KIDS

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ABSTRACT

The use of flashcards had affected the kids' activity in learning the words during the classroom activity. For examples, guessing and matching game in pairs were also effective to make the kids' motivation to learn getting better. Flashcards are so easy, so simple and so unassuming that learners often underestimate their power. In this case, the use of flashcards could help the kids to recognize the vocabulary of common nouns. Flashcards are quite effective because they promote the act of repetition. Because of their inherent simplicity, which we've already talked about, flashcards easily lend themselves to repetition. That's why they're so freakin' awesome. They're simple and unassuming, but they can pack a mean punch.

Keywords: *Teaching English For Kids, Vocabulary Teaching and Flashcards*

I. INTRODUCTION

A feature of flashcards is that they're confined to a limited (rectangular) space. As it turns out, this is very helpful in learning.

Unlike a single book page which may

contain several paragraphs and dozens upon dozens of sentences, a single flashcard often contains just a few words sometimes even just one word or one image. And this one word, in that very instant, becomes our

whole universe. It's daring us to answer or guess what's behind the card, and in that moment it's our entire point of focus. Nothing else matters. No extraneous factors dilute or demand our attention. It's like

all your focus is spent on that dark silhouette in front of you. It's just you and the flashcard, there's no tomorrow. flashcards work so well for vocabulary Because vocabulary words are

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short bits of information, and they can be totally randomized. When you listen and speak the language in real life, you'll be getting streams of random words. So, in one sense, the flashcard practice is very similar to the actual skill. Flashcards is a card that has words, numbers, or pictures on it and that is used to help students learn about a subject (Merriam-Webster's Learner's Dictionary). Vocabulary skills can make or break any student's feelings about reading. Help students with learning disabilities successfully deal with new vocabulary in ways that empower their future learning with this strategy. These strategies can be adapted for appropriately for different grade levels and are easily done at home or school. They can be used by regular and special education students. List words for memorization are a good way to help your child work toward independence in her community and in adult life. Comprehension is also strengthened by

memorization of list words. Often, for people with learning disabilities, what's being memorized is not phonics related. Instead, memorization may revolve around the physical appearance of words. We hear new words when we have a conversation or watch television. We see new words when we read a newspaper or a book. Young children run into new words on a regular basis and they need strategies to help them learn the meanings of those words. Even when students are able to find the definition of a word, they might still be stuck. Dictionaries will often give multiple meanings and it can be difficult for students to determine the correct one. Another strategy that can be used, on its own or in combination with a dictionary, is figuring out meaning using context. This means that students use the context of a sentence, or the words or sentences around it, to figure out the meaning of a word. Vocabulary development is a process by which people

acquire words. Babbling shifts towards meaningful speech as infants grow and produce their first words around the age of one year. In early word learning, infants build their vocabulary slowly. By the age of 18 months, infants can typically produce about 50 words and begin to make word combinations. In order to build their vocabularies, infants must learn about the meanings that words carry. The mapping problem asks how infants correctly learn to attach words to referents. Constraints theories, domain-general views, social-pragmatic accounts, and an emergentist coalition model have been proposed to account for the mapping problem. From an early age, infants use language to communicate. Caregivers and other family members use language to teach children how to act in society. In their interactions with peers, children have the opportunity to learn about unique conversational roles. Through pragmatic

directions, adults often offer children cues for understanding the meaning of words. Throughout their school years, children continue to build their vocabulary. In particular, children begin to learn abstract words. Beginning around age 3 to 5, word learning takes place both in conversation and through reading. Word learning often involves physical context, builds on prior knowledge, takes place in social context, and includes semantic support. Children begin to produce their first words when they are approximately one year old (Hoff, E.:2005). Infants' first words are normally used in reference to things that are of importance to them, such as objects, people, and relevant actions. Also, the first words that infants produce are mostly single-syllabic or repeated single syllables, such as "no" and "dada". (Hulit, L. M.; Howard, M. R: 2002). By 12 to 18 months of age, children's vocabularies often contain words such as "kitty", "bottle", "doll", "car" and

"eye". Children's understanding of names for objects and people usually precedes their understanding of words that describe actions and relationships. "One" and "two" are the first number words that children learn between the ages of one and two.^[3] Infants must be able to hear and play with sounds in their environment, and to break up various phonetic units to discover words and their related meanings.

II. METHOD

1. TEACHING ENGLISH KIDS

Knowing a foreign language has become crucial to reach information. Learning vocabulary is the fundamental step to learn a foreign language. As technology is developing at a great speed today, the importance of knowing a foreign language turned out to be important in an environment where information is so crucial. Learning vocabulary is the fundamental step to learn a

foreign language. In spite of various studies in vocabulary learning, learners show very little effort to deal with their problems about newly learned words (Meara, 1982). During the lesson, teachers often tend to have an attitude to make the students deal with this problem outside the class on their own (Baykal & Daventry, 2000). However, learners do not have enough knowledge about the vocabulary learning techniques and they have difficulty in dealing with this problem themselves (Akin & Seferoğlu, 2004). One of the most widely used techniques in language learning is flashcards, which is available for the students both in the class and outside in their extracurricular time.

Reading is considered to be a key element of vocabulary development in school-age children. Before children are able to read on their own, children can learn from others reading to them. Learning vocabulary from these experiences includes using

context, as well as explicit explanations of words or events in the story. This may be done using illustrations in the book to guide explanation and provide a visual reference or comparisons, usually to prior knowledge and past experiences. Interactions between the adult and the child often include the child's repetition of the new word back to the adult. When a child begins to learn to read, their print vocabulary and oral vocabulary tend to be the same, as children use their vocabulary knowledge to match verbal forms of words with written forms. These two forms of vocabulary are usually equal up until grade 3. Because written language is much more diverse than spoken language, print vocabulary begins to expand beyond oral vocabulary. By age 10, children's vocabulary development through reading moves away from learning concrete words to learning abstract words. Generally, both conversation and reading involve at least one of the four principles of context

that are used in word learning and vocabulary development: physical context, prior knowledge, social context and semantic support (Tabors, P. O.; Beals, D. E.; Weizman, Z. O. (2001:93-110).

Pictures support involves two memory techniques - association and visualization. Associating an image with a word helps an user learn word in a more effective way. Anshul Agarwal, Founder of dailyvocab.com mentioned in his interview to Career 360 - "memory aid for each word help student learn words more faster and effectively. In word learning, the mapping problem refers to the question of how infants attach the forms of language to the things that they experience in the world. There are infinite objects, concepts, and actions in the world that words could be mapped onto. Many theories have been proposed to account for the way in which the language learner successfully maps words onto the correct objects, concepts, and

actions. While domain-specific accounts of word learning argue for innate constraints that limit infants' hypotheses about word meanings, domain-general perspectives

argue that word learning can be accounted for by general cognitive processes, such as learning and memory, which are not specific to language. Yet other theorists have proposed social pragmatic accounts, which stress the role of caregivers in guiding infants through the word learning process. Furthermore, Chauhan in Cameron (2001: 231) defines teaching as: -To learn something from the process of communicative interaction between two or more persons to produce an effect by their ideas.

-Facts from knowledge and information which is given by the learners to perform for future use.

-A process organized to achieve some pre-determined goal in

systematic way such as learners, teachers, curriculum, and other variables. They are arranged a system that work well.

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Something that produces an effect to motivate in learning. In teaching English to children, particularly for vocabulary is different from adults. The teachers need effective and interesting way in order to bring their children into expected classroom behavior such as paying more attention to the lesson, involving the lesson and learning by doing the programmed activities.

According to Cameron (2001: 45),
—One of the most effective methods of helping children learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience and using the visual materials. Adults (either alone or with the children) should preview reading materials to determine which words

are unfamiliar. Then these words should be defined and discussed. It is important for the adult not only tell the children what the word means, but also to discuss its meaning. This allows the children to develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the adult with feedback about how well the children understand the word. After pre-teaching vocabulary words, the children should read the text and also see some pictures of thing. McCarten, J (2007: 63) argue for the first five years or so of their lives, children are involved in the process of acquiring a meaning or oral vocabulary, words that they understand when they hear them and that they can use in their speech. During this period, children have essentially no literate vocabularies. Most children acquire reading and writing skills upon entering school. From these arguments, the students need to acquire a basic knowledge of how printed letters relate to the sounds of

spoken words and how printed words relate to spoken words. Being able to translate or transcode print into speech allows children to use what they know about meaning/oral vocabulary for their literate vocabulary.

So for very young children, their meaning vocabularies are much larger than their literate vocabularies. Furthermore, classroom teachers have taught us something about how to best use specific instructional strategies. Let's begin with a strategy for teaching vocabulary referred to as the six-step process (Marzano, 2004: 29). It involves the following steps:

a) Provide a description, explanation, or example of the new term.

b) Ask students to restate the description, explanation, or example in their own words.

c) Ask students to construct a picture, pictograph, or symbolic representation of the term.

d)Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks.

e)Periodically ask students to discuss the terms with one another.

f)Involve students periodically in games that enable them to play with terms. Teachers use the first three steps when introducing a term to students. For example, assume a teacher is introducing the term mutualism. Instead of offering a textbook definition, the teacher describes the term or tells an anecdote that illustrates its meaning (Step 1). The teacher might explain that the crocodile and a bird called the Egyptian plover have a relationship that exemplifies mutualism. The crocodile opens its mouth and invites the plover to stand inside. The plover picks things out of the crocodile's teeth. Both parties benefit: The plover gets fed; the croc gets its teeth cleaned. While explaining this relationship, the teacher

might show students images found on the Internet. In Steps 2 and 3, students try their hand at explaining the meaning of mutualism. They devise an explanation or an example from their own lives (Step 2). Next, they draw an image depicting what they think mutualism means (Step 3). A few days later, the teacher reviews the new term using Steps 4, 5, and 6, which needn't be executed in sequence. The teacher might have students compare the meaning of mutualism with another previously studied term, such as symbiosis (Step 4). Students might pair up and compare their entries on the term in their vocabulary notebooks (Step 5), or the teacher might craft a game that students play using these terms (Step 6). Furthermore, vocabulary development is about learning words, but it is about much more than that. Vocabulary development is also about learning more about those words, and about learning formulaic phrases or chunks, finding words

inside them, and learning even more about those words (Cameron, 2001: 73). Even the idea of what counts as a 'word' starts to become confused when linguists try to produce watertight definitions (Bae, 2001: 12). However, the teacher can start from words in the recognition that infants, children and adults talk about 'word' and think in terms of a word as a discrete unit. Children will ask what a particular word means, or how to say a word in the foreign language, and, in learning to read, the word is a key unit in building up skills and knowledge. According to Ciotkowski, L (2005: 34), for children learning the vocabulary of a foreign language, this partial knowledge issue is compounded that some of foreign language words will map on to word meanings that are already fully formed in the first language. Many of the words, however, may link to the first and foreign language words may not map straightforwardly one on to another, but may

have different underlying meaning because of cultural or other differences. In order to teach children successfully, it is essential to understand the basic features of young learners. In TEYL (Teaching English for Young Learners), Biemiller (2002: 23) notes that when learning a language, children have at least sixteen apparent characters as illustrated below:

- They learn in a variety of ways
 - by watching, listening, imitating, or doing things.
- They cannot understand grammatical rules or explanations about the language they are studying.
- They can quickly learn any word: a notion, event, or an action they see, feel, watch, taste or smell.
- They try to make sense of situations by making use of non-verbal clues.
- They can imitate sounds they hear

quite accurately and copy the way adults speak.

-They are curious about anything they see, hear, watch and smell.

-They love playing and using their imagination.

-They like routines and enjoy repetitions. They have quite a short attention span and so need a variety of class activities.

-They like various activities

– Some quiet, some noisy, some sitting, some standing and some moving.

-They will gradually develop their grammar by adding new grammatical elements once at a time.

-When they are ready to read and write, reading comes before writing.

-They read simple and simplified English stories such as comics and games.

-After acquiring some basic language elements, children start to learn a wider range of language patterns, expressions, synonyms, etc as their model for language use.

-They love experimenting with language. Learning from their basic characters, it is crucial to find ways which can help English teachers to teach and material developers to write their course materials suitable for Indonesian young learners.

According to some research (Hirsh-Pasek, K.; Golinkoff, R. M.; Hollich, G:2000:136–164), However, children are active participants in their own word learning, although caregivers may still play an important role in this process. Recently, an emergentist coalition model has also been proposed to suggest that word learning cannot be fully attributed to a single factor. Instead, a variety of cues, including salient

and social cues, may be utilized by infants at different points in their vocabulary development. During the first few years of life, children are mastering concrete words such as "car", "bottle", "dog", "cat". By age 3, children are likely able to learn these concrete words without the need for a visual reference, so word learning tends to accelerate around this age. Once children reach school-age, they learn abstract words (e.g. "love", "freedom", "success"). This broadens the vocabulary available for children to learn, which helps to account for the increase in word learning evident at school age. By age 5, children tend to have an expressive vocabulary of 2,100–2,200 words. By age 6, they have approximately 2,600 words of expressive vocabulary and 20,000–24,000 words of receptive vocabulary. Some claim that children experience a sudden acceleration in word learning, upwards of 20 words per day, but it tends to be much more gradual than

this. From age 6 to 8, the average child in school is learning 6–7 words per day, and from age 8 to 12, approximately 12 words per day. Vocabulary plays an important part in learning to read and also is very important to reading comprehension. One way in which a child's language changes after arrival at school is the "continuing development and increasing precision in the use of the sound system, the vocabulary, the sentence patterns, and the richness in the way he puts his meanings into words" (Clay, M. M:2005:73). Reading Recovery lessons include attention to the language of books and the meanings of words, building the core of known words, and fostering the processes needed to problem solve new and unfamiliar words in text reading and writing.

2. VOCABULARY TEACHING

Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral

vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print (National Institute of Child Health and Human Development, NIH, DHHS:2001:34). Children and adults with learning disabilities, especially disabilities that relate to reading, comprehension, and/or pronunciation of written language, are just as likely to need key community-related words as anyone else. It's very important, therefore, that they have memorized the appearance, pronunciation, and meaning of each. "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (Harmer, 1994:153). To get a message across the language, one should use the appropriate vocabulary; otherwise the communication comes to an end. "Most teachers will remember cases where students clam up during speaking activities, claiming that they do not have the vocabulary to

continue," as Baykal and Daventry (2000P:168) remind us. It is doubtless that vocabulary teaching is one of the indispensable components of language teaching (Schmitt, 2000; Schmitt & McCarthy, 1997). With reference to the importance of vocabulary in learning a language, Wallace (1987:9) states that "it is possible to have a good knowledge of how the system of a language works and yet not to be able to communicate in it; whereas, if we have the vocabulary we need, it is usually possible to communicate after a fashion". Taylor (1990) also states that "vocabulary permeates everything we do in an English class, whichever skill or language point is being practised" Though vocabulary has frequently been stated as one of the major problems in learning a foreign language, especially by the learners themselves, there seems to be very little effort made by the teachers to deal with the problems related to vocabulary learning

(Meara, 1982). Usually vocabulary teaching is neglected because teachers tend to have “a kind of ‘Forget the vocabulary, they will pick it up anyway’ attitude” (Baykal & Daventry, 2000:168). When we look at the vocabulary presented in course books, we see that “a wide selection of vocabulary is available to be learned. But perhaps it is not learned. Or it is not learned in the ‘right’ way. The ‘right way’ to learn vocabulary is probably some way from being discovered” (Baykal & Daventry, 2000:168). What is usually done with the vocabulary items in language classes is to present them either in context or as individual items and expect the students to put these words into their long term memory and be able to use them in appropriate contexts when needed. Teachers usually spend so much time either explaining the new words or expecting the students to get the words from context that there seems to be no time for practice and recycling opportunities. However, “one of

the most frequent questions that learners ask their teacher is “How can I learn vocabulary?”. When learners want to practice the learned words outside the class, they usually do not have the necessary learning strategies to continue learning vocabulary on their own. Thus, “when students ask this question what they really want the teacher to do is to explain/demonstrate to them some strategies that they can use in order to practice the newly learnt vocabulary in class” (Yazar, 1997:79). Vocabulary is essential to language learning. It is also one of the most difficult areas to master. Learners of a language need to broaden their vocabulary to express themselves more clearly and appropriately in a variety of situations. Therefore, a systematic rather than an incidental approach to the teaching of vocabulary should be an essential part of every language course (Nation, 2002). Vocabulary teaching can never cover all the

words that EFL students need as the time devoted to vocabulary learning in classes is usually very limited and the students are not provided with opportunities to practise the words of the target language. Thus, students need to take some responsibility for their vocabulary learning, which makes it necessary for the teachers to introduce the learners to vocabulary learning strategies so that they can improve their vocabulary on their own as well. As Nation (2001:222) states, "it is important to make training in strategy use a planned part of a vocabulary development program". Whatever your academic level or career choice, you will need certain words to function in the community. Some words are important for safety, danger, stop, and hot for example. Others are necessary for giving or receiving basic instructions on, off, up, enter, and so forth. Once you've mastered such basic vocabulary, you can move on to more complex words that may be important in

specific locations, in certain jobs, or under particular circumstances. The term "high voltage," for example, is not likely to pop up every day. When it does, however, it's terribly important that you be able to read it, understand it, and respond appropriately. The same is true of words like "flammable" and "trespassing." For children, teens, and adults with word recognition and reading difficulties, word lists can be the key to success. Memorization often based on the visual appearance of words can be a "workaround" that makes many activities possible. For community activities ranging from employment to transportation to participation in community events, basic literacy is key.

Children learn word meanings indirectly in three ways :

1. They engage daily in oral language.
 2. They listen to adults read to them.
 3. They read extensively on their own
- (Clay, M. M:2005:73).

Some vocabulary must be taught directly by providing students with specific word instruction and by teaching them word-learning strategies. Direct instruction of vocabulary helps students learn words “that are not part of their everyday experiences.

3 FLASHCARDS

A flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question-and-answer format. Flashcards are widely used as a learning drill to aid memorization by way of spaced

repetition. For children at reading age, flash cards can be used in conjunction with word cards. These are simply cards that display the written word. Word cards should be introduced well after the pictorial cards so as not to interfere with correct pronunciation. Flash cards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practise and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. Flash cards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practise and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-



finishers to use in small groups.



Flashcards are quite effective because they promote the act of repetition. Because of their inherent simplicity, which we've already talked about, flashcards easily lend themselves to repetition. That's why they're so freakin' awesome. They're simple and unassuming, but they can pack a mean punch. You can have another go at the deck without fear because you know you can stop anytime you want to. You don't have to finish the whole thing. Flashcards can even be mildly addicting. Especially when you're getting good at the lesson and you just have a few mistakes in the round. You're gonna

be itching to make up for all those careless mistakes and end up with a perfect record. Flash cards are a simple, versatile, yet often underexploited resource and using flash cards is a selection of activities for use in the Young Learner classroom, although some of the activities could also be used with fun-loving, lower level adult classes.

Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners within any one class. Gardner's research indicates that teachers should aim to appeal to all the

different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flash cards can be bright and colourful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinaesthetic learners. For children at reading age, flash cards can be used in conjunction with word cards. These are simply cards that display the written word. Word cards should be introduced well after the pictorial cards so as not to interfere with correct pronunciation. Flash cards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practise and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. sometimes get the students to make their own sets of

mini flash cards that can be taken home for them to play with, with parents and siblings

THE USE OF FLASHCARDS

The Use of Flashcards are:

1. Review flashcards with a native speaker to determine if a word is worth learning or not.
2. Use pictures for objects rather than writing the translation.
3. Occasionally review the cards backwards – looking at your description/definition first and trying to say the target language word.
4. Regularly shuffle the deck so that they order is not the same every time and use flashcards for social expressions, idioms and proverbs.

Activities for using flash cards:

Memory Activities

1. Place a selection of flash cards on the floor in a circle.

2. Students have one minute to memorise the cards. In groups, they have two minutes to write as many of the names as they can remember.

Drilling Activities

1. Invisible Flash cards

2. Stick 9 flash cards on the board and draw a grid around them.

3. Use a pen or a pointer to drill the 9 words. Always point to the flash card you are drilling.

4. Gradually remove the flash cards but continue to drill and point to the grid where the flash card was.

5. When the first card is removed and you point to the blank space, nod your head to encourage children to say the word of the removed flash card.

6. Students should remember and continue as if the flash cards were still there and they seem to be amazed that they can remember the pictures. Depending on the age group I then put the flash cards back in the right place on the grid, asking the children where they go, or I ask students to come up and write the word in the correct place on the grid.

IV. CONCLUSIONS

Using flashcards in this manner will go a long way toward helping you more quickly incorporate new words into your working vocabulary. There is more that you can do to effectively use paper flashcards and quickly grow your vocabulary though. By doing these you will maximize their use and discover even more success with learning new words. The flash cards are printed on a thick, durable material. The pictures are bright and have the picture and word. There are a lot of cards with basic "starter" words, such as: duck, sock, cow, key, girl, egg, flower, tree, circle, goat, ring, house, turtle, sun, fox, ect. Words Flash Cards offer children a fun way to practice their first words to prepare for school. A great flashcard system is one that hits the eyes with images. Not just ordinary, boring pictures mind you, but funny, cute, interesting or shocking ones.

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